

Standard:1st Grade

1.R.4.1 Students are able to locate the basic structural elements of informational text to derive meaning.

Purpose:

- To understand structural elements: bold, italic, font, captions and headings.

Materials needed:

- None

Instructions:

- Throughout the year you will point out these items and discuss them.
- The actions are:
 - Bold - make jazz hands (waving hands)
 - Italic - lean the whole body
 - Font - act like your typing
 - Captions - put your hands under your chin with your elbows out
 - Headings - stand with your hands above your head
- Each child needs a book and their own personal space.
- Discuss these items before the story and when they notice an item – have them do the action.

Adaptations:

- None

References:

- None

Standard:

Kindergarten K.R.1.2 Comprehend and respond to text read aloud.

Purpose:

- To check students comprehension.

Materials needed:

- Beanbag
- 10 books that have been read in the classroom and discussed
- Music

Instructions:

- The students will sit in a circle.
- The teacher will start by passing the beanbag in the circle to music.
- When the music stops the beanbag stops, and whoever is holding the beanbag, must give an overview of the story that the teacher is holding.
- The student should give one complete sentence about the story and continue with the game until everyone gets a turn.
- All of the students will jump up and yell “Hip Hip Hooray” when they finish.

Adaptations:

- None

References:

- None

Standard:3rd Grade

1.R.3.1 Identify similarities and differences in stories written by the same author.

Purpose:

- The students will understand what is meant by similarities and differences.

Materials needed:

- Prior to these activities, you need to read stories by the same author

Instructions:

- All students need to stand in a line facing the teacher.
- The teacher will make a variety of statements about the story.
- If it is a similarity, the students will slide to the side of the room, and if it is a difference, they will do a dance.

Adaptations:

- You could also use this with nouns and verbs.

References:

- None

Standard:

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| Kindergarten | K.R.1.1 Relate letters and sounds, and identify patterns in words and phrases. |
| 1 st Grade | 1.R.1.1 Use knowledge of letters and sounds to read text. |

Purpose:

- To strengthen phonemic awareness, practice letter sounds, and use action words.

Materials needed:

- None

Instructions:

- Students find their own personal space.
- The teacher will call out a letter and word and demonstrate it with emphasis on the sound:

A: Act (extend arms in dramatic fashion)
 B: Bounce (pretend to bounce ball)
 C: Cut (pretend to cut with fingers)
 D: Dive (hold arms in diving position)
 E: Eat (pretend to feed self)
 F: Fly (flap arms as if flying)
 G: Gallop (gallop in place)
 H: Hop (hop on one foot)
 I: Itch (scratch own arm)
 J: Jump (jump up and down)
 K: Kiss (kiss in the air and hug self)
 L: Leap (leap in air)
 M: March (march in place)

N: Nod (nod head)
 O: Open (open eyes wide)
 P: Push (extend arms and push)
 Q: Quiet (put finger on lip)
 R: Roll (roll hands)
 S: Sit (sit down)
 T: Tickle (wiggle fingers)
 U: Understand (scratch head)
 V: Vibrate (jiggle all over)
 W: Walk (walk in place)
 X: X-ray (pretend to x-ray hand)
 Y: Yawn (pretend to yawn)
 Z: Zoom (brush hands quickly across each other)

- The students will follow along.

Adaptations:

- None

References:

- <http://www.literacyconnections.com/DrJeanLocomotionLetters.html>

Standard:

Kindergarten	K.L.1.1 Follow various one and two-step directions.
1 st Grade	1.L.1.1 Follow two and three-step directions.
2 nd Grade	2.L.1.1 Follow three and four-step directions.

Purpose:

- The students will follow directions.

Materials needed:

- None

Instructions:

- The students will walk around the room in any direction.
- The teacher will raise his/her arm to let the students know they should STOP and LISTEN for the directions.
- The teacher will call out two types of beans to let them know what they should do.
 - Jumping Bean - Jump around the room
 - Jelly Bean - Wobble like jelly
 - Bean Sprouts - Stand on tiptoes and make yourself as tall and thin as possible
 - Beany Baby - Walk around the room, crying like a baby
 - Butter Beans - Slide around on your bottom
- The teacher will count to three.
- The students will act out the first bean command.
- When the teacher snaps his/her fingers the students will act out the second command.
- When the teacher talks about the quarter the students will stand up and take twenty-five steps around the room.

Adaptations:

- The teacher will add more commands and in a different order.

References:

- <http://www.teachingideas.co.uk/pe/beans.htm>

Standard:

Kindergarten K.R.1.1 Relate letters and sounds of the alphabet.

Purpose:

- The students will identify letters and sounds.

Materials needed:

- None

Instructions:

- Group students in groups of two or three.
- Assign each group two letters.
- Students will use their whole body to form the letter.
- Students will then demonstrate the letter for the class as called on.

Adaptations:

- Students could be assigned shapes instead of letters.

References:

- None

Standard:

Kindergarten K.R.1.1 Relate letters and sounds, and identify patterns in words and phrases.

Purpose:

- The students will understand beginning letters and alphabetical order.

Materials needed:

- None

Instructions:

- Have the students stand and follow along with the teacher.
- Put your arms in the air and say “a”.
- Put your hands on your shoulders and make the short “a” sound.
- Touch your toes and name something that begins with the letter “a” (apple).
- Continue with the rest of the letters of the alphabet.

Adaptations:

- You may want to touch your knees or ankles and then say the corresponding word.

References:

- <http://www.literacyconnections.com/DrJeanPhonercise.html>

Standard:

Kindergarten K.R.1.1 Students are able to relate letters and sounds, and identify patterns in words and phrases.

Purpose:

- The students will apply various reading strategies to comprehend and interpret text.

Materials needed:

- List of spelling, vocabulary or word wall words

Instructions:

- The students should start on the floor.
- As you say each letter the students should get a little taller.
- After the last letter of the word has been called, the teacher will count 3, 2, 1.
- The students will jump up and blast off.

Adaptations:

- You can use this activity with any subject area or vocabulary.

References:

- None

Standard:

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|--------------|---|
| Kindergarten | K.W.1.1 Students are able to write a simple sentence using phonetic spelling. |
| Kindergarten | K.W.2.1 Students are able to put letters together to express thoughts. |
| Kindergarten | K.W.3.1 Students are able to write upper and lower case letters as appropriate. |

Purpose:

- The students will understand the formation of words and sentences.

Materials needed:

- None

Instructions:

- Have the students spread around the room.
- Have the students form the shape of a letter with the whole body (lying down or standing).
- Have the students make a word.
- First have the students form shapes of all letters in the word.
- Then plan the connecting movement to go from letter to letter.
- Form a capital letter beginning a word at a high level.
- Remaining letters at middle or low level.
- Shape punctuation marks: period, commas, dashes, exclamation marks, and question marks.
- Form complete sentences.
- Students move through their words in the sentence one at a time, ending with appropriate punctuation.

Adaptations:

- You may use in spelling or vocabulary words.

References:

- Body-Mind Mini Lessons

Standard:1st Grade

1.R.1.2 Students are able to read orally with accuracy, fluency, and comprehension, Ex. pace, inflection, emphasis).

Purpose:

- The students will practice and work on accuracy, fluency, and comprehension.

Materials needed:

- A variety of books

Instructions:

- The students will read the story as a class.
- The students will be standing at their desk when they read.
- The first time they read it should be a familiar story. The students will be marching to the beat of the story.
- When each word is read, they will be marching with one foot at a time.
- The students will read the story again, and this time, work with a faster pace for fluency and accuracy.
- The last time the students read, they should be marching at a rapid speed and reading the story with fluency.
- This may take awhile to get the process, but the kids will love it.

Adaptations:

- None

References:

- None

Standard:1st Grade

1.R.1.1 Students are able to use knowledge of letters and sounds to read text.

Purpose:

- The students will understand word formation and improve students' spelling.

Materials needed:

- Clothespins
- Length of string for each group
- Colorful pant and shirt cutouts

Instructions:

- Divide students into groups.
- For each group, label colorful pants and shirt cutouts with one letter each. Make sure you have enough letters for the words students will spell.
- Provide each group with a set of lettered clothing cutouts, several clothespins, and a length of string.
- The teacher calls out a spelling word.
- Each student has one clothing letter.
- Have the students in each group work together WITHOUT TALKING to spell the word, using the pants and shirt cutouts.
- Direct each group to “hang its wash” by pinning the letters on the string to spell the word.
- The first group to hold up its clothesline with correct spelling will perform two jumping jacks.

Adaptations:

- You can use with word wall words as well as vocabulary, etc.

References:

- None